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ABSTRACT

The interests and needs for professional development of 112 Indiana University faculty were studied, through interviewing and questionnaire administration. The faculty ranks in this sample approximated the full-time faculty population: assistant professors (21 percent), associate professors (30 percent), and full professors (49 percent). In addition to the faculty roles of teaching, research, and service, influences of career development were identified, including the community and academic environment, institutional resources, and satisfactions gained from work. The following obstacles to career development were cited: time, salary, and resources such as graduate student fellowships, internal research support, equipment, and materials. Governance issues, such as administrative attitudes toward faculty, were also mentioned as affecting faculty members' work. Faculty recommendations for enhancing the environment included: reexamining or creating institutional policies, and developing incentives for research, teaching, and service, including released time, internal support, and collegial support. Policy needs concerned faculty evaluation, leaves and sabbaticals, retirement options, and dual careers. Appended are a questionnaire, and interview questions and coding format. (SW)

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Faculty Careers: Personal, Institutional and Societal Dimensions

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In recent years there has been an increasing interest in careers in academe. At an individual level, attention has been focused on how and why faculty members decided to choose such a career, how they perceive themselves as professionals, and how needs and interests change throughout their careers (Baldwin & Blackburn, 1981; Blackburn & Havinghurst, 1979; Brown & Shukraft, 1974; Entrikin & Everett, 1981; Rice, 1984; Stumpf & Rabinowitz, 1981).

At an organizational level, institutions play a significant role in shaping employees' attitudes and behaviors (Kanter, 1977, 1979; Peters & Waterman, 1982). Institutions of higher education, faced with limited resources, declining enrollments, and lowered faculty mobility, are beginning to examine how their policies encourage or impede professional growth (Baldwin et al., 1981; Corcoran & Clark, 1984; Furniss, 1981; & Lovett, 1984).

At a societal level, of course, it is still unclear how such trends as changing student demographics and shifts in their academic interests, questioning the value of a liberal arts education, and the nearly irresistable forces of the market pressures outside of the university will affect the careers of faculty (Mortimer et al., 1984; Proskay, 1984).

Individual faculty members at institutions such as Indiana must shape their career goals and strategies not only from personal inclinations, but also in response to goals and rewards set by the institution and the economy. With these conflicting forces in mind, faculty may defer or even change the course of their career. The tensions among individual interests, responsibilities away from work, institutional and economic structures cannot be avoided and should be part of any consideration of career opportunities and constraints.

The Dean of Faculties Office initiated a multi-focused Faculty Career Development Study last year in order to understand the careers of Indiana University faculty. A primary goal of the study was to determine the interests and needs for professional development that characterize faculty members. In addition, perhaps this data on faculty members' understanding of their career development might point to institutional practices that would encourage growth throughout the academic career.

What are the attitudes of faculty members on the Bloomington campus toward their own career development? What paths provide rewards, challenges and opportunities? What factors constrain professional growth? What is the institution doing and what could it be doing to enhance the academic careers of its faculty? These are several of the key questions that the study sought to answer.

METHODOLOGY

Sample

To answer the questions posed above, we obtained data from a sample of 112 faculty. Studies suggest the existence of fundamental differences among faculty in various disciplines which extend beyond subject matter into career interests and attitudes. (Blackburn, et al., 1978; Fulton & Trwo, 1974). The basic assumption that faculty career paths and concerns would be affected by disciplinary affiliation influenced the sampling procedure.

Four academic units were selected to provide a variety of academic career experiences. Faculty were randomly sampled from within one department in the humanities, one in the natural sciences, and two professional schools. The sample was stratified by academic rank and sex. The influence of career stage (rank) on faculty opinions on career issues bears closer examination (Baldwin, 1979; Baldwin & Blackburn, 1981; Stumpf & Rabinowitz, 1981). Twenty-one percent of the sample was assistant professors, 30% was associate professors and 49% was full professors, percentages which approximate the full-time faculty population. The ranks of lecturer, instructor, and administrator were removed from consideration. Seventy-two percent of the sample was male, and 28% female. Because of limited information on the career development of women faculty (Mathis, 1979), the sample of females was purposely larger than the 16% female faculty population at Indiana University.

Data Collection

The study employed two types of data: in-depth interviews followed by a questionnaire. The interview guide consisted of 10 open-ended questions that supplied a frame of reference for respondents, but put a minimum of restraint on their answers. The interviews provided information on career choice, strengths and weaknesses, opportunities and constraints, transitions and aspirations, and the effect of life away from work on an academic career. Questions were suggested by studies on academic careers (Baldwin, 1979; Brown & Shukraft, 1974), and by faculty members on the Career Development Committee. See Appendix A for a copy of the interview schedule.

The questionnaire was completed after the interview and provided more information on interests, preferences, and incentives, as well as work and life away from work satisfactions. Questions were suggested by studies on careers (Baldwin, 1979; Blackburn & Havinghurst, 1979; Kanter, 1977; & Sarason, 1977), and on work and non-work satisfaction (Gutek et al., 1983; Near, Rice, & Hunt, 1980; Near, Smith, Rice, & Hunt, 1983). While the strength of the interview was the opportunity it provided faculty members for qualitative, depth discussion and formulation of individual perspectives, the questionnaire data provided quantitative comparisons. Analysis of the questionnaires is in process and reports will be forthcoming from the Dean of Faculties Office. See Appendix B for a copy of the questionnaire.

The interview schedule and questionnaire were pretested, revised and piloted during December, 1983- January, 1984. Interviews began in February, 1984 and were completed in September, 1984. One hundred of the 112 questionnaires were returned, providing a response rate of 89%.

A Conceptual Scheme

During the early stages of data collection and interpretation, we developed a dynamic model (see Figure 1) to assist in the analysis of interviews. The following is a brief discussion of the model's rationale, structure, and utility.

Interviews were far-reaching, lengthy, and numerous; 112 were conducted and the average time spent on each was over two hours. A basic problem was how to think about the data, how to encompass and order a rich variety of information. Delineation of faculty views on career opportunities and constraints helped us appreciate the general quality of their academic lives, but we realized that attribution of responsibility for "the way things are" was also a critical part of interviewee responses. Hence, the need for a conceptual structure to weave issues and concerns into whole cloth.

The model represents a slice of the ongoing process known as career development (See Figure 2). Because of its emergent, contextual nature, caution is suggested in generalizing beyond one sample of faculty members, at one point in time, in one institution. The configuration suggested here probably was different in the past, might be different for other institutions, and most assuredly will be different in the future.

Structurally, the model is divided into three different yet somewhat overlapping domains: the individual; the institutional; and the global. Respondents identified these three domains, both positively and negatively, as factors or agents "of responsibility" in their career development. These domains overlapped and were fluid to the degree that attribution was shared among them. It was not uncommon for a single concern to have a different repercussion at each of the three levels. For example, a lack of resources for scholarship might affect productivity at an individual level, status at an institutional level (e.g. compared to departmental colleagues), and recognition at a global level (e.g. ability to procure federal funding).

Each domain is further divided into categories. The individual domain emerged from issues related to academic roles and includes the categories of research, teaching, service, and personal. The institutional domain includes the categories of rewards (both salary and psychic), resources, advancement, governance, and quality of academic life. The global domain includes the categories of economic, societal, and quality of life issues (e.g. life away from work). As with the domains, the boundaries separating these clusters are permeable and there is some overlap. For example, a salary concern at the institutional level might be linked to issues of governance, advancement, and resources.

The more we worked with the model as an analytic tool, the more it began to reflect not only "what" interviewees said, but "how" they made connections between concerns. What finally emerged was the idea of "wheels within wheels" that could be turned to produce multiple configurations. It was then possible to demonstrate the degree to which a single issue might play out across an entire spectrum of issues. For example, an interviewee with strengths in a highly marketable research area would raise quite different understandings and concerns about resources, advancement, or marketplace pressures than a faculty member with a primary interest in teaching at an undergraduate level. This ability to juxtapose categories proved satisfying as it respected the connections interviewees made.

The model's utility has been touched on, yet it is important to consider it in its own right. Identifying and categorizing issues and concerns certainly represents one aspect of a qualitative study. The model guided both initial classifications and the development of more detailed response categories for coding each interview. (Appendix C contains a copy of the coding instrument.) Of equal importance was the need to synthesize information across categories. The search for themes which bind discrete information into more telling arguments renders the final product more coherent. The model functioned well in this respect by delineating the scope and depth of concerns confronting our interviewees.

Beyond the recognition of themes, the model offered a way to think about the phenomenon of career development. Once the levels and categories reflected in the data were articulated, it became a simple procedure to "turn the wheels" and build hypotheses on a host of issues. This allowed us to ask questions of the data which, without dynamic modeling, might have been obscured. We were better able to expand the study to include information as relevant where otherwise relevance might have been missed.

In summary, the use of a model to structure discrete issues and concerns will help us to mine the richness of the data by attending to its breadth, depth, and potential shortcomings. Moreover, as a way of viewing career development, it will help us to articulate the complexity of data not only among ourselves, but also to a larger audience.

Data Analysis

The depth interview was selected as the major data collection instrument for the advantages such an approach offered for the exploration of contrasting perspectives and attitudes on faculty careers. Preparation for data analysis was suggested by qualitative methods of interview data analysis and interpretation (Guba and Lincoln, 1981; Wolf, 1979), and included the following activities: (1) the tape recording and taking of extensive written notes for each interview; (2) the sorting of a sample of interviews for issues, concerns and factual information; (3) the conceptualization of a model that visually represented the major career development issues, concerns and themes that emerged from the data; (4) the designation of the appropriate coding unit as the entire interview, due to the free-flow nature of responses offered to questions (and in many cases, to unasked questions); (5) the formulation of alternative response categories for the content analysis of the interviews; (6) the testing of the interview coding instrument for intercoder agreement, with periodic revision of the instrument to ensure its applicability to later interviews; (7) the encoding of the 112 interviews by the two interviewers; (8) the transcription of 5 x 8 cards of extensive quotations, and examples, and cases from the interview tapes in order to maintain the integrity of each interview against the threat of abstraction. Once each task has been performed, we grouped results, combining thematic data with directly quoted passages and examples to underline trends and to draw conclusions concerning the attitudes of faculty members toward their careers.

Figure I. A Model for Analysis of Career Development Issues

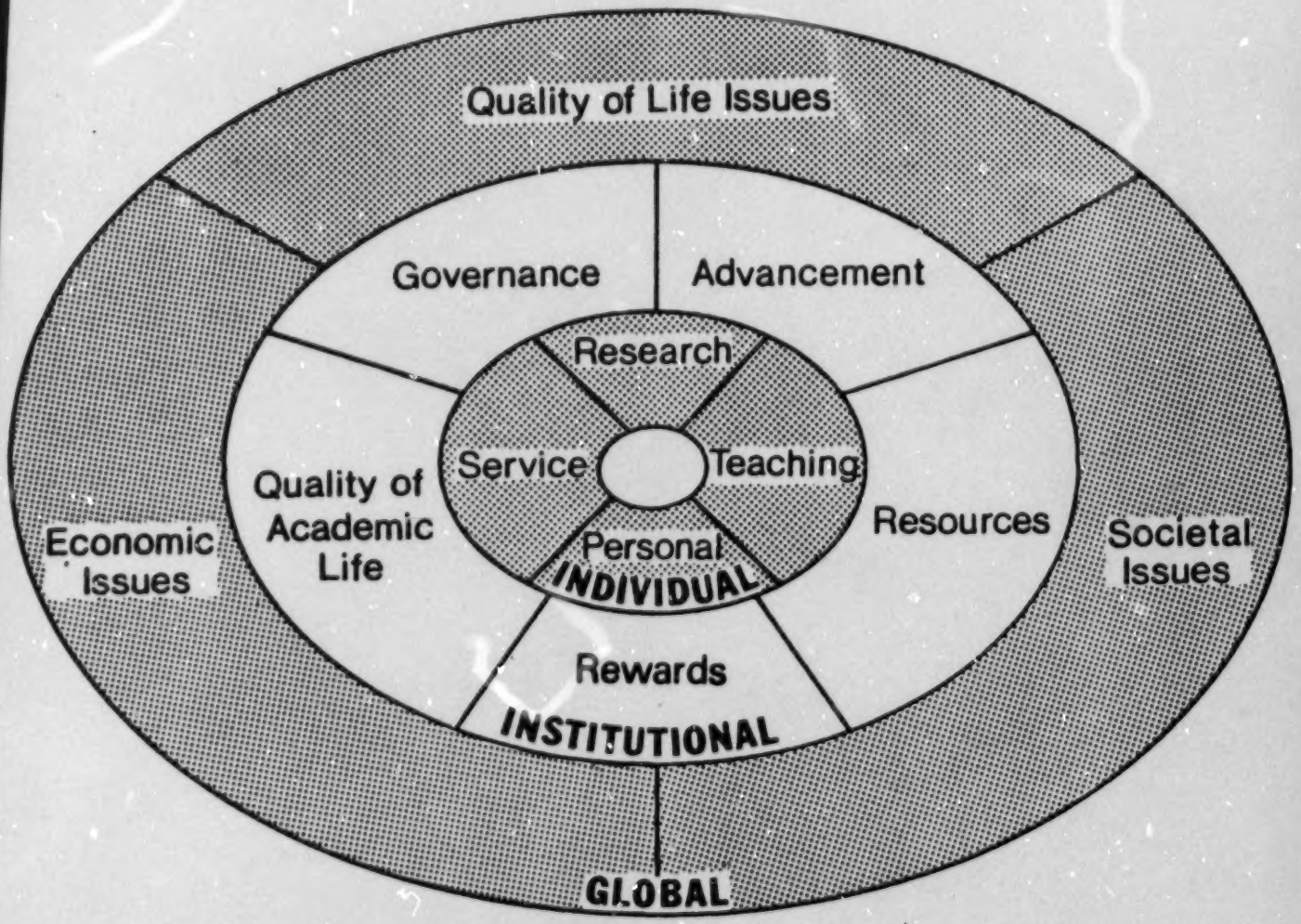
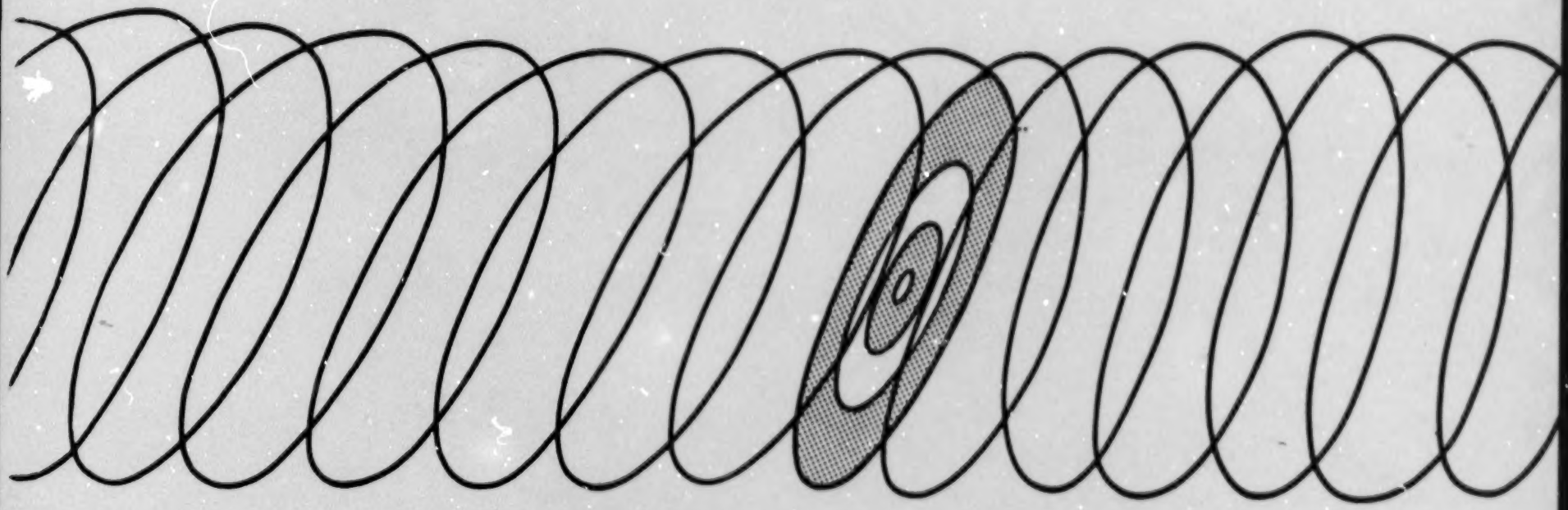


Figure 2. Temporal View of the Model within the Ongoing Process of Career Development



Findings drawn from 112 faculty can only estimate the range and possible dominance of certain attitudes among faculty on campus concerning the development of their careers. The use of interviews limited the size of the sample and perhaps the generalizations drawn from the findings. However, the detailed qualitative information that this method yielded brings an otherwise unobtainable perspective to faculty careers.

Because of the length (one to three hours) and breadth of responses to the interviews, we have only begun to analyze this extraordinary information. This report will focus on themes suggested by preliminary analysis of the personal interviews. And while it is clear that there are career concerns peculiar to each discipline and school, rank, and sex, this paper will address the areas that concerned faculty participants across these dimensions.

This report is divided into several sections. First, it provides an overview of the study. Second, it describes the interviewees' perceptions of the opportunities for and constraints on professional growth. Third, it sets out faculty members' recommendations for career development at Indiana University. Finally, the report presents conclusions drawn from this first analysis of the interviews.

FINDINGS

Many respondents find personal satisfaction in their research, teaching, and service. They also appreciate the scholarly prominence of their own departments, schools, and the university. Beyond general agreement, however, upon the personal rewards of an academic career, the prestige of their departments, or the quality of academic life on the campus, faculty members expressed discontent, notably over the problems of time and salary, but also over resources, advancement, and to a lesser extent, governance.

These themes and concerns arose naturally from the ways faculty members identified their responsibilities as researchers, teachers, participants in service activities, and individuals with lives beyond these academic roles. If we consider the multiple demands on faculty members, and look at the tensions among the multiple roles they play, we can better understand their perceptions of opportunities for and constraints on career development.

Roles

Indiana University characterizes itself as an institution with a tradition of excellence in teaching based on excellence in research. Given that outlook, one would expect faculty members to view an emphasis on research as highly important, even essential to advancement and rewards. For many interviewees, it appeared to be the sole path to success. And because many faculty members believed in a research mission or connected research with success, a recurring theme of the interviews was the need for more support for scholarly pursuits.

Indiana University also sees the teaching mission as equally important and complementary to scholarship. In their own work, some interviewees found

such a harmonious relationship. Nonetheless, in discussing career development, faculty members often separated their research activities from teaching. Many saw a primary investment in teaching to take faculty down a very different path, one with limits on opportunity, reward, and recognition.

Service proved to be an unwieldy term for identifying a diverse set of activities that ranged from department, school, and university committee work or administrative roles, to service in the profession or the community at large. If investment in teaching appeared as a career path with limited opportunities for "moving up," service to the university--except for administration--was generally seen as closed off from career advancement. Service beyond the campus boundaries, while often viewed as a distraction from scholarship, did offer professional rewards and visibility.

OPPORTUNITIES

Opportunities for career development cited by faculty members included quality of the community and academic environment, institutional resources, and satisfactions from work, both personal and external to the university.

Environment

Many of the faculty members found satisfaction in their residence in this small and attractive southern Indiana town. Bloomington was frequently mentioned as a source of pleasure, even an incentive to stay at Indiana University. To use a phrase that one often heard from those with families, the town was a "nice place to bring up children." The semi-rural atmosphere, the convenience of moving from home to office to community were also cited as contributing to a pleasant career setting. Some, especially former city dwellers and single faculty, found the town parochial and provincial, and longed for the sophistication and larger social horizons of a metropolitan area. But more respondents delighted in the conveniences and security of small town life.

The ambience of the university was also important. The University's School of Music, with more programs than the ordinary faculty member could possibly attend, was an obvious drawing card. Moreover, the generality of intellectual life on campus, the national prominence of individual faculty members, departments, and schools, were attractive. As one person observed, "I enjoy the feeling of being involved in a campus that has some strength of tradition behind it. There is something solid about this place that, because of my experience elsewhere, I appreciate very much."

Resources

Approximately a third of the faculty members mentioned institutional resources that supported their development as scholars. For some, recent enlargement of classroom and research facilities better adapted to new technologies had enhanced the physical environment. Others appreciated such resources as internal grant money and research services, and policies governing leaves and sabbaticals: "I've already benefited from grants-in-aid, summer fellowships, and the R&GD Office seems to look for ways to help with preparing grants. My impression is that that Office helps faculty."

Some faculty members also pointed to opportunities for professional development in teaching. Possibilities for interdisciplinary teaching, assignment to honors or graduate seminars, course development grants, and resources for teaching improvement provided incentives: "There are more perks for teaching. I've benefited from DDSP, the Teaching Resources Center, and the Lilly Postdoctoral Fellowship. I now have a grant to develop an integrated cluster course with faculty in other departments."

Satisfaction.

Despite positive remarks about the environment or the resources for scholarship, many faculty members found institutional rewards for research to be less than personal satisfactions or recognition from peers. Although nearly all participants described their efforts in research, teaching, and service, almost half of the faculty members rated research as their greatest strength and pleasures. Generating and working with knowledge provided what one respondent described as "a sense of progress of the mind." Some found the "positive atmosphere for scholarship at Indiana" helpful. "There are some good people here and I think it rubs off," observed one. Others talked about how respect from colleagues, status and advancement in the department and in the university had risen with their ability to attract grants, fellowships, or generate scholarly publications. One such interviewee concluded, "That's a kind of reward, how you feel your colleagues perceive you."

Success in research also was associated with the possibility of attracting professional awards, funding, or offers from outside of the university. Despite a constrained academic job market, a research record offered the promise of mobility. "I feel like I'm constantly progressing," one respondent observed. "I get invited to lots of meetings; I'm on grant panels, and I feel I could go almost anywhere and get a job that I liked. That's a very optimistic feeling, one that a lot of academics don't have." Beyond institutional rewards for research, then, faculty found personal satisfaction, disciplinary, and professional recognition to be very important incentives.

About a third of the faculty members characterized their teaching as a primary strength. For most faculty members, rewards derived from teaching were largely personal. For some, the intellectual challenge of tramsmitting knowledge and experiences gave a sense of accomplishment. In reflecting on the teacher's potential effect on students one respondent said that, "In my field, the lifetime of a research paper is short. Turn out a student who knows how to think and you've offered society fifty years of a thinking person. What is more lasting?"

For others, establishing good relations with students, especially graduate students, was equally satisfying: "I've had a lot of excellent students who have become leaders in the discipline. It's been stimulating to interact with them and go on interacting with them in their professional careers. Here my teaching and research are so closely meshed that it's difficult to tell where graduate education leaves off and research begins."

Less than a fifth of the interviewees characterized service as their greatest strength, but it was viewed by some as personally rewarding. Whether working for the needs of minority students, a state agency or a professional organization, a characteristic sentiment was that service provided an outlet for creativity, leadership, and action not always available in research or instruction. "I feel as if I'm in a position to make a difference," said one respondent. "My service affords avenues for impact."

More formal rewards for service within the university seemed reserved for administrators. One of several former administrators reflected, "There is no doubt I had better increments than I would have had had I continued as a professor." Others mentioned such benefits to their careers as "writing articles that stem from service activities," or "gaining professional contacts as a journal editor," or "getting additional income from consulting."

CONSTRAINTS

Given the perceived emphasis on research at Indiana University, perhaps the most surprising finding was the intensity with which faculty members felt the institution needed to improve the support of scholarship. There was less interest in support for teaching or service, although nearly everyone wanted to see these activities more highly rewarded. Put simply, the obstacles to career development that faculty members saw were time and money (for salary, resources, and a more nebulous category that one might describe as merit), and to a lesser degree, governance.

Time.

Time is a thread connecting many of the concerns of faculty in their work and their lives away from work. "Finding enough time to do my work" emerged as one of the most pressing concerns of individuals who described their semesters as fragmented by the demands of multiple responsibilities.

Part of the problem seems endemic to an academic career. Although there perhaps is an illusion that academic life allows time for reflection, multiple responsibilities, limited time before tenure, and keeping up with the continuous advance of knowledge, all served to fragment time. Passage of time was mentioned by respondents at every rank, from the junior faculty member who viewed tenure as "a clock that's always ticking, even as we sit here talking," to a colleague nearing retirement who reflected on goals for research: "I just have so many things that I'd like to do. In fact I've got two or three books in mind. My fear is running out of time."

A central concern related to time was the incongruity between non-research assignments and the structure of rewards. While research seemed the path to career advancement, almost half of the faculty felt waylaid in their pursuit. They described not only required teaching loads but also administrative and service activities as a "tremendous drain" on time needed to maintain productivity in research. One respondent remarked, "I don't dislike teaching but it takes a lot of time. The university requires us to spend our time teaching undergraduates and then rewards research. You can't do everything well and be very honest about it."

Other faculty members explained the tension between work roles as a rising from the very nature of research: "I love the research and I'm jealous of time taken from it. The most frustrating thing is the lack of blocks of time to concentrate. A lot of times you can't really get to the heart of something until you've thought about it or worked on it for two or three hours. Then finally you start getting involved in it and the phone rings."

Besides service or teaching responsibilities, insufficient clerical and computer support, funds for released time, and research assistants were cited as constraining faculty time. One respondent said, "Scholars in this place waste their time in laboratories and libraries, doing things like reading proof or monitoring equipment, when they really should have a research assistant."

Far fewer interviewees expressed a desire for more time for teaching or service. Still, some indicated they might use teaching support services or better prepare for classes if there were incentives to do so. This seemed particularly true of junior faculty members, one of whom expressed the opinion of others: "I think my classes and evaluations would be better if I felt that was how I should spend the bulk of my time. I think I could probably figure out how to teach them or get help. But what should I spend my time doing? You've got tenure hanging over you as an issue and not doing much on teaching doesn't hurt you."

Then there was time away from work, with views both favorable and unfavorable. For over three-fourths of the faculty members work and life away from work were a seamless web. There were many advantages to a life in which business and pleasure were interconnected: "My avocation is my vocation. That is very unusual within society. My work--the reading, researching, thinking--is extremely satisfying to me." For most faculty members, the difficulty lay in balancing time for family responsibilities with career aspirations. One faculty member echoed the sentiments of many, "The toughest thing is to do a good job with a career that could consume all available time, pay attention to a spouse and children, publish or perish, teach well, lead an examined life, and keep out of debt."

Others felt that the university was not conscious of the constraints imposed by dual careers, commuter marriages, and single parenthood, each of which gave rise to new demands on the time of faculty, which could affect career aspirations. A single parent attributed the deferral of a sabbatical and publications to the responsibilities of raising a child: "When my promotion didn't go through, I kind of expected someone to criticize my spending time being a parent."

Ironically, the charm of Bloomington, its smallness, was seen as a disadvantage for nearly half of the faculty members who cited problems with dual careers. A respondent with primary responsibility for young children in a commuter marriage reflected: "My career has taken a lot of deflections for family reasons over the last few years. If I had to take a chairmanship somewhere in order to be at a place were she could do something, well, we'd like to live together. I would not say 'no, that will interfere with my career research plans'."

Faculty members questioned the degree to which the university was aware of new pressures on academic families, and felt more flexibility in work assignments, and policies governing hiring, leaves, and sabbaticals would demonstrate sensitivity to a commitment to family as well as career.

Money.

Throughout the interviews, concerns about the environment for career development were coupled with the issue of money. A faculty member who declined to participate in the study, but discussed his rationale, explained: "I think that the study will fail to direct attention to the fundamental problem. The fundamental problem, the immediate problem is money. And I get the impression from your survey that you won't acknowledge that." It would be impossible to ignore the connection between respondents' concerns about career opportunities and the "fundamental question" of money for salary and also for resources.

Salary.

Although faculty members were quick to acknowledge that financial reward is not the reason anyone pursues an academic career, they viewed salary as one way the institution set a value on and expressed its esteem for their contributions. In fact, the great concern was for perception of self-worth as measured by salary. Over half the faculty members interviewed felt that present salary levels as well as the process by which salaries are set inadequately rewarded achievement. Many evaluated financial rewards comparatively, primarily in terms of salaries of colleagues in other universities, those at the same rank within departments, and administrators. For some, salary was also evaluated in absolute terms against financial needs. Half of the sample felt that faculty salaries were inadequate. Moreover, nearly half of those responding felt their own salaries were inadequate.

Faculty were concerned about maintaining the university's reputation as a fine research institution in the face of competition with peer and lesser institutions: "I think we're going to lose younger people because our salaries are so very low. You can't get good people that way and you can't keep good people." Fear that colleagues would be lured away by higher salaries was matched by a concern about strategies used to increase salaries within the university. The procedure of "fishing for outside offers" to raise salaries was cited by nearly half the respondents as contributing to an uneven distribution of rewards within and among departments, straining collegiality and morale.

Faculty also expressed concern about economic and societal pressures on the university. Many felt that the "notion of the university as a marketplace" had affected not only financial rewards and resources but the kind of research valued and rewarded, especially for merit pay. Some in the sample felt that their departments and the university responded to highly visible publication or marketable research. This emphasis on popular and lucrative recognition of work led "to a pursuit of laurels rather than excellence," and pitted the "popularizer" against the "specialist," the "star performer" against the "yeoman-like worker," the "basic" against the "applied" researcher, the "faddish" against more traditional lines of research.

Further, some faculty expressed concern over the level of administrative salaries. They described the need to take on administrative roles to supplement salary as a great distraction from scholarship. "The institution can assist in the development of my career by giving me a high enough salary so I don't have to take on an administrative position to be able to make ends meet," said one respondent. "I'd rather be doing my research and writing but only by becoming a chair will I be able to get a competitive salary."

While many faculty felt research efforts were not adequately recognized, investment in teaching was seen as further diminishing rewards. If status and value are symbolized by salary, it was clear to some respondents that teaching was not the way to promote one's career. A concern of respondents who had strong commitments to teaching, including several who had received distinguished teaching awards, was that they were among the "lowest paid professors in the department." While incentives for research "might be reflected in salary base" good teaching received "a plaque or one-shot cash reward."

One of the primary disadvantages of faculty committed to teaching was, of course, the absence of the "outside offer." Investment in both teaching and university service does not create the recognition necessary for offers from other institutions. As one respondent admitted, "Deep down in recent years when I've gotten really upset by my salary, if I knew how to go about getting these offers I might consider playing the game. But again, I don't know, there is something tacky about it. It's not why we, theoretically, are professors."

Finally, some faculty members expressed concern about the effect of low salaries on young families or those with college age children. Efforts to supplement salary ranged from summer teaching to outside consulting--which, again, were viewed as necessary deterrents to career advancement. "You start thinking about what college your kids will go to, about dollars and cents, and your responsibility as a parent. You have to say, 'What does this mean to my family.'"

In summary, more than just a central concern of interviewees, salary seemed a hydra-headed creature, manifesting its influence in such diverse areas as perceptions of personal worth, research achievement, or value in the marketplace.

Resources

Besides concerns about time and salary, nearly two-thirds of the faculty members cited a third problem for researchers at Indiana University and that was the desirability for more scholarly resources such as graduate student fellowships, internal research support, equipment and materials. To a lesser degree, but of significance to some individuals was the need for computer, staff, travel or library resources.

Faculty were concerned about funds for competitive graduate students. Respondents felt good graduates assisted faculty in their work and carried it in new directions, gave departments visibility on a national level, and had an

effect on faculty recruitment. One respondent voiced the opinion of many: "We can't compete unless we have a terrific faculty and the money to offer graduate students to come here. Now what we've done over the past years is build a terrific faculty here, but unless we do the latter we're not going to succeed."

Faculty members also felt the avenues to outside funding had narrowed and wanted to see more internal funds set aside. For many, small grants were important: "There needs to be more funding available for that interim financing of research, when a person has a good idea and no other way to get it on the lab bench or out of the library books. It's surprising how far you can stretch a few dollars." Some recommended more substantial funding. As one recently tenured faculty member explained: "The funding agencies are becoming less creative and supportive. It would be nice to think that there was some way on campus to get a substantial source of funds. If it's at a critical point in your career, at least you'd have an opportunity to compete for funding independent of the granting agencies."

Teaching too could be improved by additional resources. Well over a third of the interviewees felt good teachers faced a number of constraints. These included large, anonymous classes, heavy teaching responsibilities, and a shortage of such aids as graders, materials and classroom facilities. "I suppose my greatest contribution is as a teacher," said one respondent. I put a lot of effort into teaching and I try to make my courses not simply appealing to students, but rigorous. I don't give objective tests or lenient grades. But this semester I had over 600 students, which is crazy."

Satisfactions

Personal satisfaction and respect for one's contributions was important to researchers, but, for faculty with a strong commitment to teaching such respect seemed even more important. Some whose primary interests lay in teaching felt a lack of respect and recognition from colleagues for their contribution: "Sometimes the phrase 'he's a good teacher' is used as a euphemism for 'he's not a publisher, or scholar, or researcher.' That's unfortunate, but it's clearly the atmosphere in which you function."

And, while nearly all of the interviewees pointed to strengths in teaching, about a fourth indicated that some of the personal rewards for teaching, particularly at the the undergraduate level, were absent. Some discussed the problems in working with present-day undergraduates: "A number of the students in my courses have difficulty reading and writing. And they're mostly interested in their grades and not in the subject. I'm mostly interested in the subject and not in their grades. It doesn't tend to make for a wonderful relationship." Others faulted the structure of undergraduate education. "In graduate education you develop personal relationships with your students. Undergraduates are people who pass you by. It's hard to follow up on who and what you teach because of class size or the lack of continuity from course to course."

Faculty members seemed hard pressed for suggestions to improve undergraduate education or deal with underprepared students. Some simply stated that participation in programmatic changes to improve undergraduate teaching and learning would remove them from the structure of professional rewards. Here the complex pulls between institutional and marketplace rewards, and even life away from work were evident: "If someone said to me, 'you will be rewarded if you develop these courses just for undergraduates and work hard with these kids,' I would do it in the best of all possible worlds. But in the real world I will continue to stress research, publishing, and things that are going to do the best for me. And that's really not selfish because, like most people, I support a family. That's the hidden side of careerism. It's not as individual a pursuit as some people make it out to be."

Faculty members felt the insulation of teaching from professional and marketplace rewards might be ameliorated in several ways. One unit was experimenting with a procedure that added "merit for teaching accomplishment" (determined by chair, peer, and student assessment) to the salary base. Others advocated policies for promotion and tenure that acknowledged excellence in teaching, and perhaps even the naming of a "Distinguished Professor of Teaching" on campus.

Governance

Finally, and not unrelated to the environment for research and teaching was faculty members' concern for governance. On one hand, there was sympathy for administration in what everyone, critics as well as friendly observers, agreed were difficult times. Especially the enormous problems of funding--where to find the funds to maintain the scholarly prominence of the University--were such that most faculty members personally did not want to work them out, and acknowledged the administration's efforts in this regard.

Still, about a third of the interviewees reported certain aspects of administrative attitudes toward faculty as affecting their work. Even with the practice of staffing most administrative positions with faculty who move in and out of those ranks some faculty in the sample felt that there was an increasing distance between the faculty and the administration. This may be in part a result of the growth of the university both in terms of absolute size as well as in terms of programs. In particular, the administration's difficulty in identifying with the missions and needs of departments and more generally, with faculty life was cited: "One big thing they could do for career development, and this is an intangible, is to maintain and improve the quality and the intellectual vitality of the university. The administration lacks the understanding of what it means to be a professor, to pursue knowledge. They have no real understanding of scholarship or teaching."

Another area of faculty concern was stated by some as an absence of leadership, of a clearly articulated mission for the university. Such a statement of goals, it was suggested, might serve to harness imagination and direct efforts toward agreed upon ends. The uneasy relationship between research and teaching was evident not only in faculty members' perceptions of rewards and opportunities, but also in their views on the priorities of the

University. In the absence of an agreed upon mission, interviewees voiced divergent opinions on the responsibility of Indiana University for creating, preserving and distributing knowledge.

One faculty member who advocated a stronger administrative commitment to activities which would further the university's national reputation explained: "We don't have the right attitude. We never say, 'In the last ten years Stanford has taken the number one ranking from Harvard and in the next ten years we want to take it from Stanford.' We just don't have that push for excellence."

Another respondent reflected an equally strong sentiment about the institutional commitment to teaching, particularly the teaching of undergraduates: "We are a State university, not a Stanford or Harvard; we're not in that league. We can talk about a great research university, but our primary responsibility is to undergraduate teaching. We have not made that the issue it should be when we talk about the excellence of this university." Faculty of both opinions felt the administration should better articulate the goals and priorities of the University.

In dealing with the difficult problems facing higher education, some faculty felt the institution must find ways to reward the diversity of roles in which faculty members find satisfaction. In their view, the current accentuation and narrowing of the "research career path" further limited development and recognition of other contributions, particularly those outside a specialized discipline: "This is a research university. Why reward someone with alternative skills? There is no forum in which that question can be debated. To argue against it is idealistic because we all know it's that way. Whether or not it should be doesn't come up."

Yet for many who devoted considerable effort to activities other than research, the lack of rewards did not turn them away, although it clearly affected morale. Most felt an obligation to teach effectively, serve their departments and the university, and also to do research. For some, however, continued absence of recognition had caused them to abandon teaching or service activities (e.g. undergraduate advising positions, university committees, task forces, projects in the community or state) even though they felt they had made significant contributions in these areas. These faculty members called for an academic environment that respected a variety of ways to fulfill the responsibilities of the profession: "We need a structure which rewards and encourages not only highly specialized research and teaching, but also synthesis and cooperation, innovation and risktaking. We need to send clear signals that success means something besides a Guggenheim."

Career Directions

A final measure of the environment of career opportunities and constraints at Indiana University appears in the number of faculty members either considering or seeking positions in other institutions or outside of academia. Among faculty interviewed about a third were doing so. Factors

influencing them included greater opportunities for advancement or new challenges, salary, and personal and family considerations (e.g., career opportunities for spouses).

For some, the mobility of faculty was refreshing and was to be expected of a nationally ranked university: "I think we have to have a lot of this tumultuous careerism. It keeps things stirred up and it keeps the university alive." For most who were considering leaving, however, the reasons they offered for their decision touched on some sense of the constraints of the university rather than those of an academic career. Indeed, nearly three-fourths of the sample indicated that if they had to do it over again, they would still pursue an academic career. One respondent summed up the attraction to an academic life: "It's like the moth to the flame. There are too many potential rewards. There is the lure of research that is an original and unique contribution. There is the lure of teaching students who keep you growing. There is the lure of growth in the directions you choose to take."

That faculty members at Indiana University generally are satisfied with their careers, even if concerned about possibilities for career growth, should make the enhancement of opportunities a priority at this institution. The university must maintain a climate that fosters the quality of its most important resource--the faculty.

RECOMMENDATIONS

Many suggestions for enhancing the environment of opportunity at Indiana University emerged from the interviews with faculty members. Their recommendations spoke to the following: develop incentives for research, teaching and service; and, reexamine or create institutional policies.

Incentives.

Released Time: The university needs more incentives for individuals. Many suggestions concerned released time--through paid semesters off or flexible staffing--to focus on a particular faculty role. Respondents at every rank suggested a "sabbatical summer or semester" prior to tenure for junior faculty to complete research. Mid-career faculty members needed time to acquire new skills or pursue a new area of research. Some respondents advocated a "research semester" for senior faculty members to write a seminal or synthetic piece. There was less, but some interest in similar arrangements to develop teaching or service skills. Recommended was released time to get involved in administration (e.g. short-term assignments or internships) or in course and curriculum development. From young to long-time faculty members there was agreement upon the need for time, which would be an incentive to their self-improvement and that of the university.

Internal Support: Another form that incentives might take, according to many faculty members, would be more internal grants. Most were interested in relatively small grants requiring simple applications--for xeroxing, typing, travel, even for postage. Some saw the need for a few substantial career development grants for junior or post-tenure faculty members doing important but less market-valued research. Others felt there would be added incentive

to solicit outside funding if more of the money subtracted through the IU Foundation's "overhead" policy went to the department that received the grant. The awarding of internal grants, and increasing incentives to seek outside funds, would give evidence that the university valued the grantees and their work.

Collegial Support: There was a desire for collegiality. By this the respondents meant really the assistance of one faculty member to another. Some faculty members suggested this might be on a volunteer basis, perhaps through reading a manuscript or grant proposal or even visiting a classroom. Others felt the university could somehow encourage faculty members to help each other, perhaps by creating mentoring systems or "networks" across disciplines for research and teaching.

Reexamining and Creating Policies

Evaluation of Faculty: Evaluation for reappointment, promotions and tenure is a concern. The way out of the difficulty appears to be the need for flexibility, which may mean that the present procedures are not working well. Many faculty felt the current structure depended upon the presentation of dossiers in ways that have become almost mechanical and do not reflect or respect the difference in academic disciplines, or the extraordinary variation across schools and colleges. There was a desire for more clarity and consistency in the criteria used to evaluate performance. Several recommended more precise guidelines for dossier preparation, more systematic evaluations of teaching, and more continuous assessment of faculty members, particularly after tenure. Other faculty members wanted more generous criteria that encouraged not only traditional assessment (research advances, teaching improvement) but also expansion of career roles (research or creative activities outside of an academic specialty). Beyond these, the suggestions were not always specific, but the concern was.

Leaves and Sabbaticals: For some faculty members, leave of absence and sabbatical policies have seemed inflexible. Longer institutional leaves to business, government, or other campuses, without negative consequences in terms of salary or promotion, might become more attractive. Sabbaticals, especially for faculty members with working spouses or families, seemed too confined if offered within the usual term of one semester with full salary, two semesters with half. Respondents offered the alternative of "mini-sabbaticals" taken at more frequent intervals in the career. Written guidelines on how to prepare for sabbatical leave (e.g. pointers on moving, finances, etc.) also would help to maximize this critical time for career development.

Retirement Options: For many senior faculty members, the university did not seem to help the transition to retirement. One individual described his life with the university as akin to a marriage, and mentioned how his investment in the institution had been so large that it would be difficult to break the ties. A number of respondents desired to research, teach, or somehow contribute to the university beyond the age of seventy. One suggested a central office where retired faculty members could meet. Here they might serve as research mentors to faculty or work with administrators to solve

institutional problems. Others spoke for more incentives to retire early and allow young faculty "with enthusiasm, freshness, and new perspectives" to take their place. Again, flexibility seemed to be the key.

Dual Careers: Faculty members expressed a need for opportunities for spouses. The attraction of Bloomington's small-town atmosphere becomes a drawback for individuals with dual careers. If the university would perhaps show more awareness of the problems of spouses, whose skills become nearly impossible to employ within the confines of Bloomington, this would help. Such awareness might take the form of more flexible hiring policies for spouses at Indiana University, more formal counseling for dual career families, particularly new faculty, and perhaps advertising local talents to such larger areas as Indianapolis.

Rewards

In conclusion, and beyond the specific concerns of the faculty members interviewed, one must address what was often vaguely described as the need for rewards. The latter were in part salary, but this need, so often expressed, was clearly for more than that. The growth of the University during the past generation has brought many benefits, such as the growth of departments and schools with all the opportunities for collegiality. And yet there has been a loss, perhaps on the personal level. Individuals who worked hard for achievement, and attained it, often complained that they then heard nothing locally, despite state and even national recognition.

Here may be something that colleagues, especially department, school and campus administration could do: take notice of the achievements of faculty members and congratulate them. According to senior faculty members, when the University was smaller, and a faculty member published a book, appeared on an important scientific panel, received an award for teaching or service, a note came from the administrative offices in Bryan Hall. Faculty members who remembered the habits of old wished for a continuation of this sort of practice. Junior faculty members, some of whom felt "totally invisible" to the people making decisions about them, expressed a desire for such acknowledgement. If one were asking for changes on the campus in Bloomington, here might be a place to begin.

CONCLUSION

While a goal of the study was to determine the opportunities for and constraints on career development at Indiana University, it was not possible to explain faculty concerns in terms of a singular issue around which others gravitated. The context of career development, as one might expect, is complex and not reducible to one prominent feature. How individuals perceived their professional strengths and weaknesses, their work, the institutional setting for that work, the community lived in, the life returned to at the end of day, and the larger economy and society--all contributed to the general view of career opportunities and constraints.

And even when a dominant concern emerged around which there seemed to be wide-spread agreement, there was still diverse opinion on who or what should be held accountable. For example, the concern about remuneration found a number of different circumstances or agents cited as responsible for the problem: a recession which ended the halcyon post-Sputnik years of state and federal funding; an administration which exhibited a failure of leadership and existed in a culture removed from faculty; a department or school administration which rewarded academic skills differentially; an individual faculty member who made a pivitol career choice in youth, now with some regret.

From Indiana University, however, faculty members seemed to be asking for: (1) more support for career growth in research, teaching, and service; and (2) for an examination of institutional policies and market pressures outside of the university that affect career development.

The needs for career development that characterized many of the faculty members were linked to their roles as researchers. More than any other recommendation, faculty members wanted the institution to provide more time and support for research. Clearly, time was a theme that emerged again and again in the study, particularly time for scholarship. Other studies have uncovered similar faculty concern (Baldwin, 1979; Clark, Corcoran, and Lewis, 1984). If the institution wants to capitalize on the individual differences and strengths among faculty members it needs to help alleviate this stress over lack of time through grants for released time, flexible staffing, leave of absences, sabbatical, and promotion and tenure procedures.

While personal rewards provide more incentives than monetary ones (McKeachie, 1978; Newell & Spear, 1983), salaries were a critical career development concern for faculty members. Although some complained about the absolute level of their remuneration, more evaluated salaries in comparative terms and as instruments used by the administration to recognize personal worth. The link between salaries, research, and market place considerations were unmistakable, however. More faculty members valued research more than teaching not only because it was an activity from which they derived considerable personal satisfaction or status in the University but because it also was an activity that brought them greater recognition or "marketability" beyond campus boundaries. The emphasis Indiana University places on research seems to come from the inclinations of faculty members, realities of life away from work, and a larger economy as well as from formal rewards in the institution.

Teaching emerged as a source of satisfaction for many faculty, and for a sizable minority, a primary interest and pleasure. In the minds of most faculty members, however, it was an endeavor valued less by their colleagues, the administration, and the marketplace. While teaching was not nearly as high a priority as research for many faculty, the interviews indicate that time and effort spent on the teaching role might change somewhat if the structure of rewards were different. The insulation of teaching from professional and marketplace rewards perhaps makes a case for sustained institutional support for instruction.

Although most faculty members were interested in career development within their traditional disciplines, a very small number of faculty members desired to or already had developed secondary career interests (e.g. interdisciplinary work, creating or administrating programs and centers, consultant to a school on computers, statistics, etc.). The data indicates that there needs to be ways to recognize the contributions of people who assume these roles.

The connection between faculty careers and institutional policies also was unmistakable. Some interviewees felt that while a career grant might assist a few individuals, more career renewal would come from the development or rethinking of institutional policies. A consistent response to the question of how to provide support to faulty was "be more flexible." That meant more flexibility in the manner in which faculty were evaluated, in staffing, leaves, sabbatical procedures, careers for spouses, and retirement options.

This study should begin a dialogue between administration and faculty presenting the needs of faculty for the development of their careers, and setting out programs to address those needs. The University can then develop policies which acknowledge the strengths of faculty members, goals of the institution, the impact of life away from work, and larger economic and societal forces.

APPENDIX A

Faculty Career Interviews

1. How did you come to choose an academic career?
2. Could you briefly describe your career--the major responsibilities and interests from your first to your current position?
3. What are your major strengths as a faculty member?
4. How does the university recognize or reward your strengths? If not, how might they capitalize on and reward your skills?
5. What skills or abilities would you like to improve? If yes, are there ways the university could assist you to develop or improve the areas mentioned?
6. How can the university assist faculty in developing or enhancing their careers?
7. What are both your short and long term career goals?
8. Did you ever think of making a career change?
9. How has life outside of work made an impact on your career development?
10. If you were able to start all over again, do you think you would still choose an academic career?

APPENDIX B

Faculty Career Questionnaire

This questionnaire is designed to complement the personal interview and enhance the quality of the information we gather. The questions concern both your professional career and your life away from work. We are interested in learning your attitudes about specific aspects of your working and living situations, as well as your general reactions to work and life outside of work. As in the interview, ALL DATA WILL BE KEPT STRICTLY CONFIDENTIAL AND REPORTED ANONYMOUSLY FOR THE PURPOSE OF THE STUDY.

1. In your present position, how much time and effort are you putting into the following activities? (circle one)

	Very Little		Moderate		Great Deal	Not Applicable
Classroom teaching	1	2	3	4	5	0
Other interaction with students	1	2	3	4	5	0
Interaction with colleagues	1	2	3	4	5	0
Research and scholarly publication	1	2	3	4	5	0
Departmental affairs (committee work, etc.)	1	2	3	4	5	0
University affairs (committee work, etc.)	1	2	3	4	5	0
Professional activities within your discipline (holding office, etc.)	1	2	3	4	5	0
Outside service (lectures, consulting, etc.)	1	2	3	4	5	0
Study and reading (not specifically aimed at publication or course work)	1	2	3	4	5	0
Other (please list) _____	1	2	3	4	5	0

_____

2. In your current position, how effective do you generally feel in your performance of the following activities? (circle one)

	Low		Average		High	Not Applicable
Classroom teaching	1	2	3	4	5	0
Other interaction with students	1	2	3	4	5	0
Interaction with colleagues	1	2	3	4	5	0
Research and scholarly publication	1	2	3	4	5	0
Departmental affairs (committee work, etc.)	1	2	3	4	5	0
University affairs (committee work, etc.)	1	2	3	4	5	0
Professional activities within your discipline (holding office, etc.)	1	2	3	4	5	0
Outside service (lectures, consulting, etc.)	1	2	3	4	5	0
Study and reading (not specifically aimed at publication or course work)	1	2	3	4	5	0
Other (please list) _____	1	2	3	4	5	0

_____

3. Please rate the following incentives in terms of their importance to you in your current position. (circle one)

	Not Important		Moderately Important		Very Important	Not Applicable
Recognition or status within university community	1	2	3	4	5	0
Recognition or status within your discipline	1	2	3	4	5	0
Recognition or status in society at large	1	2	3	4	5	0
Opportunity to pursue scholarly interests	1	2	3	4	5	0
Opportunity to pursue teaching interests	1	2	3	4	5	0
Interaction with colleagues	1	2	3	4	5	0
Interaction with students	1	2	3	4	5	0
Personal autonomy	1	2	3	4	5	0
Opportunity to have a significant impact on others	1	2	3	4	5	0
Financial reward (salary)	1	2	3	4	5	0
Financial reward (fringe benefits)	1	2	3	4	5	0

Other (please list) _____

_____

4. How satisfied are you with each of the following aspects of your work life? (circle one)

	Not Satisfied		Moderately Satisfied		Very Satisfied	Not Applicable
Recognition or status within university community	1	2	3	4	5	0
Recognition or status within your discipline	1	2	3	4	5	0
Recognition or status in society at large	1	2	3	4	5	0
Opportunity to pursue scholarly interests	1	2	3	4	5	0
Opportunity to pursue teaching interests	1	2	3	4	5	0
Interaction with colleagues	1	2	3	4	5	0
Interaction with students	1	2	3	4	5	0
Personal autonomy	1	2	3	4	5	0
Opportunity to have a significant impact on others	1	2	3	4	5	0
Enough time to do your work	1	2	3	4	5	0
Financial reward (salary)	1	2	3	4	5	0
Financial reward (fringe benfits)	1	2	3	4	5	0
Other (please list) _____	1	2	3	4	5	0

_____

5. The following questions refer to the academic position you hold today.

A. How satisfied would you say you are with your current position? (circle one)

1. Very satisfied
2. Somewhat satisfied
3. Not too satisfied
4. Not at all satisfied

B. Knowing what you know now, if you had to decide all over again whether to choose the position you now have, what would you decide? (circle one)

1. I would choose the same position
2. I would have some second thoughts
3. I would not choose the same position

C. If a student or colleague told you that he or she was interested in seeking a position like yours at this university, what would you say? (circle one)

1. I would recommend this position
2. I would have some doubts
3. I would advise against this position

D. In general, how well would you say that your position measures up to the sort of position you wanted when you started it? (circle one)

1. It is very much what I wanted
2. It is something like what I wanted, but not completely
3. It is not at all what I wanted

E. How likely is it that you will try hard to find a different position at this university within the next year? (circle one)

1. Very likely
2. Somewhat likely
3. Not at all likely

F. How likely is it that you will try hard to find a position with another university within the next year? (circle one)

1. Very likely
2. Somewhat likely
3. Not at all likely

G. How likely is it that you will try hard to find a position in a non-academic setting within the next year? (circle one)

1. Very likely
2. Somewhat likely
3. Not at all likely

6. A. Please recall major events which have occurred during your professional career and which have affected your career's direction and development. Major events are crucial or very meaningful occurrences (disappointments as well as successes) in your work and life outside of work that have had an impact on your career.

Describe each event briefly in the spaces below. Indicate your position/rank and age at that time next to the description of the event. We have provided space for up to five critical events. If you would like to include more, use the bottom of the page, or add another page.

Event

Ex. 1. Completed book I've been working on for several years. It represented a move into a new area of research, but was a risk that was well worth the effort. Position/Rank Full Age 52

Ex. 2. Spouse offered a faculty appointment at a college in another state, and decided to accept offer

Position/Rank Assist. Prof. Age 30

1. _____

Position/Rank _____ Age _____

2. _____

Position/Rank _____ Age _____

3. _____

Position/Rank _____ Age _____

4. _____

Position/Rank _____ Age _____

5. _____

Position/Rank _____ Age _____

B. Now please go back over your list and circle the one or two items which have had the greatest impact on your career.

It is often difficult to determine where Bloomington begins and the university ends. Because we feel that life away from work is interrelated with an academic career, we would like to examine the relationship between the two. The questions that follow are more personal in nature, and if there are items you don't wish to answer, please leave them blank.

7.

	Not Satisfied		Satisfied		Very Satisfied	Not Applicable
Overall, how satisfied are you with your life?	1	2	3	4	5	0

8. A. How satisfied are you with each of the following aspects of your life away from work? (circle one)

	Not Satisfied			Satisfied		Very Satisfied	Not Applicable
The way you spend your life these days	1	2	3	4	5		0
Your community	1	2	3	4	5		0
Your health	1	2	3	4	5		0
Your neighborhood	1	2	3	4	5		0
Your friends	1	2	3	4	5		0
Your standard of living	1	2	3	4	5		0
Career opportunities for spouse/ significant other	1	2	3	4	5		0
Your leisure time	1	2	3	4	5		0
Organizations you belong to outside of work	1	2	3	4	5		0
Opportunity for social interaction	1	2	3	4	5		0
Your house/apartment	1	2	3	4	5		0
Your housework/yardwork	1	2	3	4	5		0
Your parents/siblings	1	2	3	4	5		0
Your children	1	2	3	4	5		0
Your marriage/current relationship	1	2	3	4	5		0
Your family life	1	2	3	4	5		0
Your childcare options	1	2	3	4	5		0
Other (please list) _____	1	2	3	4	5		0

_____

B. Here are some words and phrases which we would like you to use to describe your present life. For example, if you think life is boring, put an "X" on the line right next to the word boring. If you think it is interesting, put an "X", on the line next to the word interesting. If you think it is somewhere in-between, put an "X" where you think it belongs.

Interesting	____	____	____	____	____	____	____	Boring
Enjoyable	____	____	____	____	____	____	____	Miserable
Easy	____	____	____	____	____	____	____	Hard
Worthwhile	____	____	____	____	____	____	____	Useless
Friendly	____	____	____	____	____	____	____	Lonely
Full	____	____	____	____	____	____	____	Empty
Hopeful	____	____	____	____	____	____	____	Discouraging
Free	____	____	____	____	____	____	____	Tied Down
Rewarding	____	____	____	____	____	____	____	Disappointing
Underworked	____	____	____	____	____	____	____	Overworked
Easy Going	____	____	____	____	____	____	____	Pressured

Demographic Information

1. Please indicate your present position (include title, department, and rank)

_____

_____

2. Tenure status: Tenured _____ Year you were tenured _____ Non-tenured _____
3. Year you first entered higher education as a full-time faculty member _____
4. Year you became a full-time faculty member at I.U. _____
5. Year you achieved your current rank. _____
6. Your age _____
7. Your sex _____
8. Your race _____
9. Marital status: (check one)

   Never married ___ Married ___ Separated ___ Divorced ___ Widowed ___
10. Ages of children (if applicable): _____

_____

_____

IF POSSIBLE, PLEASE ATTACH A COPY OF YOUR PROFESSIONAL RESUME WHEN RETURNING THIS QUESTIONNAIRE. It will help us to develop a clearer picture of the career paths taken by IU faculty members.

Thank you for your participation. When you have finished, please return the questionnaire in the envelope provided. As in the interview, ALL DATA WILL BE KEPT STRICTLY CONFIDENTIAL AND REPORTED ANONYMOUSLY FOR THE PURPOSE OF THE STUDY. You will receive a summary of the study's findings and conclusions.

APPENDIX C

FACULTY CAREER DEVELOPMENT PROJECT

Interview Encoding Format

Dean of the Faculties,
Indiana University, Bloomington

--1984--

general instructions: all codes are based on informant's direct response
unless specified as [research team evaluation]

for all questions,
encode other responses as '8', and specify the response
encode no response as '9'

33 __/__/__/__/

Section A: Career Path

time of discipline choice
- a. childhood — 1.
- b. secondary school — 2.
- c. undergraduate — 3.
- d. graduate
- e. between degrees
- f. early career
- g. late career
- other:

time of academic career choice
- a. childhood — 4.
- b. secondary school — 5.
- c. undergraduate — 6.
- d. graduate
- e. between degrees
- f. early career
- g. late career
- other:

career influences
- a. significant others — 7.
- b. image of career — 8.
- c. personal factors — 9.
- d. socio-historical factors

significant other influences
- a. relative — 10.
- b. secondary school teacher — 11.
- c. student peers — 12.
- d. college professor
- e. colleagues
- other:

career image influences
- a. desire to teach, influence students — 13.
- b. desire to research, influence field — 14.
- c. prestige of academia — 15.
- d. freedom, autonomy
- e. creativity, intellectual factors
- f. security
- other:

personal influences
- a. interest in discipline, experiences — 16.
- b. finances — 17.
- c. few non-academic options — 18.
- d. academic success
- e. family expectations
- f. sex role limitations
- g. process of 'drift'
- other:

Section A, continued. . .

socio-historical influences
- a. 1930s depression 19.
- b. 1940s World War II, GI Bill 20.
- c. 1950s academic tradition 21.
- d. 1960s social activism, expansion
- e. 1970+ individualism
- comment:

student/professor transition 22.
- a. direct path ug-grad-prof
- b. indirect path delayed or interrupted grad school and beyond

entry to Indiana University 23.
- a. graduate school
- b. other university or college appointment
- c. public school
- d. business
- e. government
- f. research organization
- other:

securing Indiana University position 24.
- a. active recruitment by IU 25.
- b. personal initiative
- c. networking, mentors
- d. passive selection
- other:

attraction to IU
- a. prestige of research university 26.
- b. quality of department or school 27
- c. challenge of assignment, opportunity 28.
- d. family considerations
- e. Bloomington community
- other:

* career path [research team evaluation]
- a. internally driven, goal directed 29.
- b. externally driven, opportunistic
- c. combination
- other:

****

comments: Career Path

rank career strengths

a. research	30.	primary
b. teaching	31.	secondary
c. service	32.	tertiary
d. personal	equal strength 7	
e. not evaluated		

rank career weaknesses

a. research	33.	primary
b. teaching	34.	secondary
c. service	35.	tertiary
d. personal	equal strength 7	
e. not evaluated		

A. Research

research skills

a. research team management	36.
b. research mentor or collaborator	37.
c. writing and editing skills	38.
d. grantsmanship	
e. statistical analysis	
f. computer skills	
other:	

research concerns

a. writing and editing skills	39.
b. grantsmanship	40.
c. statistical analysis	41.
d. computer skills	
e. language skills	
f. knowledge of new developments	
g. research time management	
other:	

B. Teaching

teaching skills

a. course or curriculum development	42.
b. student advising	43.
c. research mentor	44.
d. practicum management (fieldwork, labs)	
e. undergraduate classroom teaching	
f. graduate classroom teaching	
g. student rapport	
other:	

teaching concerns

a. course or curriculum development	45.
b. classroom teaching skills	46.
c. undergraduates	47.
d. graduate students	
e. new developments	
f. teaching time management	
other:	

. Section B, continued . . .

C. Service

service skills
- a. interpersonal 48.
- b. task management 49.
- c. consulting & advising 50.
- d. grantsmanship
- other:

service positions
- a. campus administration 51.
- b. campus committees 52.
- c. department/school administration 53.
- d. department/school committee
- e. professional organizations
- f. community or state consulting
- other:

service concerns
- a. administrative skills and experience 54.
- b. service time management 55.
- c. grant policy & procedures 56.
- d. committee participation
- other:

D. Personal (non teach/research/service)

personal skills
- a. practical experience 57.
- b. achievement orientation 58.
- c. intellectual curiosity 59.
- d. flexibility
- e. generalist
- f. specialist
- g. minority perspective (ethnic,sex)
- other:

personal concerns
- a. time management 60.
- b. excessive responsibilities 61.
- c. stress mediation 62.
- d. life events
- e. interpersonal skills
- other:

personal suggestions
- comment:

****

comments:

institutional strengths

a. rewards 63.
b. resources 64.
c. governance 65.
d. quality of academic life
e. not evaluated

institutional weaknesses

a. rewards 66.
b. resources 67.
c. governance 68.
d. quality of academic life
e. not evaluated

A. Rewards

individual salary level (personal)
a. adequate 69.
b. inadequate
c. not evaluated

faculty salary level (general)
a. adequate 70.
b. inadequate
c. not evaluated

salary concerns
faculty salaries relative to other salaries
a. campus administrators 71.
b. other college salaries 72.
c. same rank across departments 73.
d. same rank within departments
e. same rank other sex
f. junior vs senior faculty
g. non-academic professions
other:

faculty salary relative to
a. financial needs 74.
b. professional activities 75.
c. self-worth 76.
d. supplementary income
other:

salary suggestions
a. support 12 month faculty appointments 77.
b. more summer appointments 78.
c. review salary determination system 79.
d. evaluate former administrators salary
e. evaluate administrator's salary
other:

Section C, continued. . .

career development support
- a. institutional support adequate — 80.
- b. institutional support inadequate
- c. not evaluated

career development strengths
- a. mentor programs — 81.
- b. promotion & tenure workshops — 82.
- c. computer literacy programs — 83.
- d. job placement programs
- e. junior faculty workload
- f. flexible leaves
- g. internal support (R & GD)
- other:

career development concerns
- a. administrative skills, opportunities — 84.
- b. mentoring — 85.
- c. flexibile leaves & sabbaticals — 86.
- d. faculty workload
- e. internal support (R & GD)
- other:

- a. junior faculty support — 87.
- b. mid-career faculty support — 88.
- c. senior faculty support
- d. retired faculty support
- e. minority faculty support
- other:

career development suggestions
- a. departmental mentor programs — 89.
- b. campus responsiblity for career programs — 90.
- c. leave & sabbatical options — 91.
- d. retirement options
- e. administrative opportunities
- f. incentive programs
- g. more colleague collaboration
- other:

promotion and tenure concerns
- a. teaching evaluation — 92.
- b. service evaluation — 93.
- c. research evaluation
- d. overall evaluation procedures

- a. teaching undervalued — 94.
- b. service undervalued — 95.
- c. service overvalued
- d. research overvalued

Section C, continued. . .

promotion and tenure concerns, continued
- a. information inadequate 96.
- b. departmental support inadequate 97.
- c. evaluations inconsistent
- d. evaluation criteria ambiguous
- other:

promotion and tenure suggestions
- a. tenure & promotion workshops 98.
- b. raise tenure & promotion standards 99.
- c. broader tenure & promotion standards 100.
- d. clarify tenure & promotion standards
- e. systematic teaching evaluation
- f. post-tenure accountability
- g. eliminate tenure & promotion
- comments:

other rewards (psychic appreciation, non-salary)
- strengths
- a. overall personal contribution 101.
- b. teaching contribution
- c. scholarship, research contribution
- d. service contribution

- concerns
- a. overall personal contribution 102.
- b. teaching contribution
- c. scholarship, research contribution
- d. service contribution

B. Resources

resource strengths
- a. teaching 103.
- b. service 104.
- c. research

- a. library holdings & staff 105.
- b. physical plant (classroooms, offices, labs) 106.
- c. research equipment (lab, computer) 107.
- d. clerical support
- e. graduate students
- f. r & gd programs
- g. travel opportunities
- other:

Section C, continued. . .

resource concerns

a. teaching 108.
b. service 109.
c. research

a. library holdings & staff 110.
b. physical plant (classrooms,offices,labs) 111.
c. research equipment (lab,computer) 112.
d. clerical support
e. graduate students - number
quality
f. r & gd programs
g. travel support
other:

a. internal research support 113.
b. external research support 114.
c. teaching resources 115.
d. IU Foundation faculty support
other:

resource suggestions

a. examine IU Foundation policies 116.
b. internal support & subsidies 117.
c. disseminate information on research support 118.
d. disseminate information on teaching support
e. raise endowed chairs
f. provide time out to avoid burn out
other:

C. Governance

concerns about administration

a. departmental autonomy from administration 119.
b. perception of departmental mission 120.
c. corporate viewpoint 121.
d. faculty identification
e. administrative vs faculty power
f. leadership roles
g. articulation of goals, policies
other:

administrative suggestions

a. increase faculty paticipation - advice 122.
b. increase faculty participation - decisions 123.
other:

Section C, continued. . .

D. Quality of Academic Life

strengths

a. research environment	124.
b. teaching environment	125.
c. service environment	
d. overall environment	

concerns

a. research environment	126.
b. teaching environment	127.
c. service environment	
d. overall environement	

a. colleague relationships	128.
b. interdisciplinary cooperation	129.
c. departmental/university prestige	
d. loyalty to institution	
e. excessive demands on faculty	

a. class size and teaching load	130.
b. undergraduate education	131.
c. graduate education	

****

comments: Institutional Support

A. Economic Issues

economic concerns

a. reduced private, federal support		132.
b. reduced state support		133.
c. underutilization of faculty expertise		
other:		

economic suggestions

a. improve relationship with state legislature		134.
b. improve relationship with fed government		135.
c. educate public on value of liberal education		
d. design programs for marketplace		
other:		

B. Social Issues

social concerns

a. declining public esteem for higher education		136.
b. public esteem for particular disciplines		137.
c. antagonism between IU and state		
d. changing student character and interests		
e. accelerating pace of contemporary life		
other:		

C. Quality of Life

professional/personal interaction

a. coterminous spheres	a,b,c	138.
b. compensating spheres	+ or -	139.
c. segregated spheres		

professional life affects:

a. time for personal, family life	140.
b. income for personal, family development	141.
c. quality of personal, family life (stress)	142.
d. opportunities for family members	
e. social obligations	
other:	

[illegible]al, family life affects:

[illegible]time for career development	143.
[illegible]ncome for career development	144.
[illegible]ality of work life (stress)	145.
[illegible]ocial opportunities, leisure time	
[illegible]ther:	

Section D, continued. . .

local environment (Bloomington & campus)

strengths

a. small town atmosphere	146.
b. cultural resources	147.
c. security	148.
d. social opportunities	
other:	

concerns

a. small town atmosphere	149.
b. educational opportunities	150.
c. town/gown alienation	151.
d. underutilization of faculty expertise	
e. social opportunities	
other:	

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comments: Global Relations

career planning
- a. primarily short-term goals 152.
- b. primarily long-term goals
- c. both short and long-term goals
- d. little planning, opportunistic
- e. no plan or direction

A. Career Goals

research
- a. publications 153.
- b. grantsmanship 154.
- c. time management
- d. pioneer new research
- e. skill development (design,analysis,computer)
- f. professional standing in field
- g. maintenance
- other:

teaching
- a. skill development 155.
- b. student development 156.
- c. course/curriculum development
- d. maintenance
- other:

service
- a. departmental administration 157.
- b. campus administration 158.
- c. professional organizations
- d. community,state,federal consulting
- e. minority recruitment
- f. maintenance
- other:

advancement
- a. tenure or promotion 159.
- b. leaves & sabbaticals 160.
- c. travel
- d. consulting
- e. maintenance
- other:

quality of academic life
- a. enhance status of department 161.
- b. enhance status of IU 162.
- c. increase collegiality
- d. maintenance
- other:

quality of life
- a. leisure pursuits 163.
- b. financial security 164.
- c. family considerations
- d. retirement
- e. maintenance
- other:

Section E, continued. . .

B. Career Change

view of future
- a. moving - new challenges — 165.
- b. maintenance - status quo — 166.
- c. bounded - time limits
- d. uncertain
- e. not evaluated
- comment:

potential for change
- a. no, am not considering career change — 167.
- b. no, am not seriously considering — 168.
- c. no, but have considered in past
- d. not sure, am seriously considering
- e. yes, if opportunity arose
- f. yes, actively pursuing career change

type of change considered
- a. within academic discipline — 169.
- b. across academic disciplines — 170.
- c. administration
- d. university or college
- e. business
- f. government
- g. research organization

factors influencing decision to change
- a. remuneration — 171.
- b. advancement opportunity — 172.
- c. family considerations — 173.
- d. local environment
- e. quality of academic life
- f. resources
- g. not considering career change

C. Career Value

repeat career choice
- a. yes — 174.
- b. no
- c. not sure
- comment:

Section E, continued. . .

rewards of career

a. freedom/autonomy	175.
b. collegiality	176.
c. intellectual stimulation	177.
d. interaction with students	
e. security	
other:	

drawbacks of career

a. salary	178.
b. advancement	179.
c. resources	180.
d. quality of academic life	
other:	

****

comments: Career Directions

Section F: Critical Events

outline of critical events codes:

PROFESSIONAL PERIOD:
EVENT:

A. Pre-Ph.d Activities
  01. B.A. related events
  02. M.A., Law School related events
  03. pre-Ph.d work experiences
B. Ph.d and Graduate School Experiences
  04. graduate school admission or enrollment
  05. fellowships, research grants, assistantships, awards
  06. general experiences, dissertations, exams, grad program, mentor
  07. Ph.d earned
C. Early Post-Ph.d Employment Experiences
  08. periods of job hunting, insecurities, etc
  09. post Ph.d work experience (non-college teaching)
  10. first full-time teaching position
D. Employment Changes
  11. move to another college (including move to IU)
  12. job changes into or outside of higher education
E. Publications and other Faculty Products
  13. books
  14. papers, articles, teaching materials, discoveries
F. Growth Opportunities
  15. grants for study, research, professional development
  16. actual professional development experiences (leaves, sabbaticals, workshops, exchanges, etc.)
  17. periods of career doubt, reassessment (including failures, discontent competition, conflict, etc)
G. Status or Role Changes
  18. granting of promotion, tenure, merit pay increment
  19. non-renewal of contract, promotion or tenure denial
  20. new professional interest or activity (research, teaching, service, civic affairs, hobbies)
  21. decline in professional interest (research, teaching, service, etc.)
  22. administration (program director, coordinator, department chair)
  23. administration (university-wide)
  24. extending career beyond campus (professional organizations, journal editor, consulting, etc.)
H. Formal Recognition and Honors
  25. teaching awards
  26. research awards (invitations to present papers, etc.)
  27. service awards (citations from community, etc.)
J. Personal Matters
  28. health matters (physical and emotional)
  29. family matters (divorce, birth of children, dual career)
M. Miscellaneous
  88. other

******encode other events, in any category, as '88' ******

Section F, continued. . .

RANK:
- A. assistant
- B. associate
- C. full
- D. other position
- E. student

AGE:
number of years, two digits

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event 1	professional period	181.
	event	182.
	rank	183.
	age	184.
event 2	professional period	185.
	event	186.
	rank	187.
	age	188.
event 3	professional period	189.
	event	190.
	rank	191.
	age	192.
event 4	professional period	193.
	event	194.
	rank	195.
	age	196.
event 5	professional period	197.
	event	198.
	rank	199.
	age	200.
event 6	professional period	201.
	event	202.
	rank	203.
	age	204.
event 7	professional period	205.
	event	206.
	rank	207.
	age	208.
event 8	professional period	209.
	event	210.
	rank	211.
	age	212.
events of greatest impact	(code event #1-8 from above)	213.
		214.
		215.
		216.
		217.

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